

# Effects of Pre-questioning on the Students' Reading Comprehension

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## Abstract

This study was conducted to investigate the effect of Pre-questioning on the Students' Reading Comprehension of the fifth semester students of Informatic Study Program Faculty of Computer Engineering Cokroaminoto Palopo University in academic year 2022/2023. The forms of questions were in multiple choice and essay, multiple choice used for reading comprehension tests and essay used for Pre-questioning tests. There were 40 students of the fifth semester students of Informatic Study Program Faculty of Computer Engineering Cokroaminoto Palopo University in academic year 2022/2023 as the sample on this study. The researcher used pre experimental method in this study. the sample was taken by using random sampling technique. There are two kinds of instrument used in this research, namely test and questionnaire. The result of the research shows that the reading comprehension ability of the fifth semester students of Informatics Study Program Faculty of Computer Engineering Cokroaminoto Palopo University was very effective. It was proven by the mean score in post-test was 7.55 and the T-test value 43.375 which was higher than the T-table value 2.315. And the students were interested in learning reading comprehension using pre-questioning technique.

**Keywords:** *Effect, Pre-questioning, Reading Comprehension*

## Introduction

Language is one of the most important things in communication and it is used as a tool of communication among the nations in all over the world. As an international language, English is very important and has many interrelationships with various aspects of life owned by human being. English has an important role to develop science and technologies many countries in the world use English as a medium of communication among people in different countries, and also of writing many kinds of books in which those are spread in different countries. For many years, English has been the most important foreign language in Indonesia. The learners must be able to master the four skills, they are: listening, speaking, reading, and writing, also English components such as: grammar, vocabulary, pronunciation, etc. Among the four skills, The reading skill became very important in the education field, students need to be exercised and trained in order to have a good reading skill.

Reading is also something crucial and indispensable for the students because the success of their study depends on the greater part of their ability to read. If their reading skill is poor they are very likely to fail in their study or at least they will have difficulty in making progress. On the other hand, if they have a good ability in reading, they will have a better chance to succeed in their study.

In reading, to comprehend the text the readers should be able to manage every part of the text, because it is easy to gain the comprehension in reading when the

readers are able to organize the text. Sometimes, they may find form of pre-questioning and it is important for them to comprehend a reading text with having knowledge in general view of the text. Theoretically, pre-questioning itself can build the students' interest and motivation before students read the whole text. Moreover, the students can predict what will be discussed on the text. In line with this study, students may improve their reading comprehension if they know about pre-questioning and it is very important to understand about pre-questioning in order to get good comprehension in reading.

In comprehending a topic, the readers interact with the text related to the pre-questioning of the text to prior experiences of construct meaning which can be found in the text. Skimming and scanning are two very useful techniques that will help the reader become a better reader.

Skimming is a technique used to look for the "gist" of what the author is saying without a lot of detail (Kustaryo, 1988:5). This reading technique is used if one wants to get a general impression of a book, essay, article and determine whether or not to read it more carefully. There are two purposes of skimming: to locate a specific word, fact, or idea quickly, and to get a rapid general impression of the material. Thus, in skimming the text, a reader needs to practice in order he or she can learn the key words and phrases which can cover all the material he or she is reading. To do the skimming, the reader should go through a passage quickly, jumping over parts of it, in order to get a general idea of what it is about.

Scanning is quickly reading to find the specific information. Brown (2001:308) stated that, scanning is quickly searching for some particular piece or pieces of information in a text. By scanning, a reader means glancing rapidly through a text either a text either to search a specific piece of information (e.g. name, date) or to get an initial impression of whether the text is suitable for a given purpose", Nuttall (in Hendra, 2017). When scanning the reader lets his or her eyes wander over the text until he or she is looking for, whether it is a place, a kind of food, a kind of verb, or a specific information. To enable the student to scan effectively, he or she should know what kinds of information he or she needs, also, he or she should have the strong belief where he or she will find such information needed from the text.

The most important key to create an interactive learning is the initiation of interaction from the teacher by using question, Brown (2001:169). Appropriate questioning can fulfill a number of different functions, such as:

1. Questions give students the opportunity to produce language comfortably without having to risk initiating language themselves. It is very scary for the students to have to initiate conversation or topics for discussion.
2. Questions can serve to initiate a chain reaction of students' interaction among themselves.
3. Questions give immediate feedback about students' comprehension.
4. Questions provide students with opportunities to find out what they think. As they are nudged into responding to questions about, say, a reading, they can discover what their own opinions and reactions are. This self-discovery can be especially useful for a pre-reading activity.

Perhaps the simplest way to conceptualize the possibilities is to think of a range of questions, beginning with display questions that attempt to elicit information

already known by the teacher and the students. In this study, the writer interested to use pre-questioning in order to make the general frame of the knowledge.

Based on Brown's (2001) explanation of display questions, schema theory and students' background knowledge explanation. He also defined pre-questioning implicitly as some questions which are provided before the students read the whole text, in order to build the students' interest and motivation, also their cognitive factors and pre-questioning is very useful to activate the schemata, thus the students can predict what will be faced by them in the reading text.

According to Harmer (1985:153), there are some kinds of pre-questioning, they are: Pre-questioning before reading to confirm expectations, pre-questioning before reading to extract specific information, pre-questioning before reading for general comprehension, and pre-questioning before reading for detail comprehension. The explanations are as following:

*Pre-questioning before reading to confirm expectations*

The use of pre-questioning as a tool for placing great emphasis on the lead-in stage (where students are encouraged to become interested in the subject matter of the text), encourages students to predict the content of the text, and gives them an interesting and motivating purpose for reading.

*Pre-questioning before reading to extract specific information*

Pre-questioning as a tool to force the students to extract specific information from the text. They are going to answer before reading the text. If they do this it will be possible for them to read in the required way, they should see the text only to extract the information the questions demand.

*Pre-questioning before reading for general comprehension*

In this case pre-questioning used to build up the students' prior knowledge.

*Pre-questioning before reading for detailed comprehension*

This kind of pre-questioning intends to give the students some detailed information that should be found by them in the whole of the text.

Based on the explanation above, in this study the writer only concerns to two kinds of pre-questioning, they are: Pre-questioning before reading for general comprehension and the pre-questioning before reading to confirm expectations. In order to deal with students' background knowledge and activating schemata. Related to this study, the writer used pre-questioning with Indonesian version, because the form of pre-questioning is only to deal the students' background knowledge. Thus, the students can predict easily what will be discussed on the text, after they read and answer the pre-questioning.

In this study, the writer only concerns on main ideas and supporting details, because two kinds of reading comprehension test above are most important specific comprehension skills.

a. Main Ideas

The question about main idea asks the reader to determine the main idea or topic from a reading text, and commonly it is signed by words such as: *main point; mainly discussed; main idea; best title; main purpose; mainly concerned; main topic.*

Here are some examples of questions to ask about main idea:

- What is the main idea of the passage?
- With which of the following is the passage mainly concerned?
- What is the main part of the passage?
- Which of the following would be the best title?

b. Supporting Details

The question about supporting details asks the reader to find detail information that is printed explicitly in the text. It is commonly signed by words such as: *according to the author...; according to the passage...; who, what, when, where, why, how, which.*

Here are some examples of questions to ask about supporting details:

- Which of the following question does the passage answer?
- According to the passage, which statement is true?
- When did 'something' happen?
- Who did 'something'?

The research question in this research was what is the effect of pre-questioning on the students' reading comprehension the fifth semester students of Informatic Study Program Cokroaminoto Palopo University?

## Method

This research applied a pre-experimental method with one group pre-test and post-test design involved one group that tested pre-test( $O_1$ ), exposed treatment ( $X$ ), and tested again in post-test( $O_2$ ). The independent variable was pre-questioning techniques, which was the teaching aids that help the student improve their reading comprehension. While the dependent variable was students reading ability in comprehending a text.

The population of this research was the fifth semester students of Informatics Study Program Faculty of Computer Engineering Cokroaminoto Palopo University. The sample of this research was class 5 Gab 1 Jar consisted of 40 students. Therefore, the total numbers of sample were 40 students which were taken by random sampling technique.

There are two kinds of instrument used in this research, namely test and questionnaire. Then the data were analyzed by the following steps:

1. Classifying the score.
2. Calculating the mean score of the students' achievement.
3. Calculating the value of the test.
4. Finding out the mean score.
5. Questionnaire

## Results

Based on the previous explanation, significance value of Treatments = .000 or can be said that  $\text{sig.} = .000 < \alpha = .05$ , it means that  $H_0$  is rejected and  $H_a$  is accepted. This result gives description that treatment with pre-questioning and without pre-questioning has significant effect on the students' reading comprehension. In brief, pre-questioning has significant effect on the students' reading comprehension achievement. It is in line with the statement stated by Harmer (1985:153):

- Pre-questioning before reading to confirm expectations  
The use of pre-questioning as a tool for placing great emphasis on the lead-in stage (where students are encouraged to become interested in the subject matter of the text), encourages students to predict the content of the text, and gives them an interesting and motivating purpose for reading.
- Pre-questioning before reading for general comprehension  
In this case pre-questioning used to build up the students' prior knowledge

Related to this study, two kinds of pre-questioning above can make the students easily to predict and delimit the topic that is discussed or inform in the text after they read and answer the pre-questioning. In the instruments, the writer used pre-questioning with Indonesian version, thus, the students can predict easily what will be discussed on the text, after they read and answer the pre-questioning.

### Findings

The finding of the result deals with the classification of the students' score on the pre-test and post-test in experimental.

Table 1  
The rate percentage of the pre experimental  
Group students' pre-test score

| No.   | Classification | Score     | Frequency | Percentage (%) |
|-------|----------------|-----------|-----------|----------------|
| 1     | Excellent      | 9.6 – 10  | 0         | 0              |
| 2     | Very Good      | 8.6 – 9.5 | 0         | 0              |
| 3     | Good           | 7.6 – 8.5 | 0         | 0              |
| 4     | Fairly good    | 6.6 – 7.5 | 2         | 5              |
| 5     | Fair           | 5.6 – 6.5 | 4         | 10             |
| 6     | Poor           | 3.6 – 5.5 | 17        | 42.5           |
| 7     | Very poor      | 0 – 3.5   | 17        | 42.5           |
| Total |                |           | 40        | 100            |

The table 1 shows that from 40 students, there were 2 (5%) students' score classified as fairly good, 4 (10%) students' score classified as fair, 17 (42.5%) students' score classified as poor, 17 (42.5%) students' score classified as very poor, and none of them classified as excellent, very good and good score. It means that the students were lack in reading comprehension.

Table 2  
The rate percentage of the pre experimental  
Group students' post-test

| No.   | Classification | Score     | Frequency | Percentage (%) |
|-------|----------------|-----------|-----------|----------------|
| 1     | Excellent      | 9.6 – 10  | 2         | 5              |
| 2     | Very Good      | 8.6 – 9.5 | 5         | 12.5           |
| 3     | Good           | 7.6 – 8.5 | 12        | 30             |
| 4     | Fairly good    | 6.6 – 7.5 | 15        | 37.5           |
| 5     | Fair           | 5.6 – 6.5 | 6         | 15             |
| 6     | Poor           | 3.6 – 5.5 | 0         | 0              |
| 7     | Very poor      | 0 – 3.5   | 0         | 0              |
| Total |                |           | 40        | 100            |

The table 2 shows that, there were 2 (5%) students' score classified as excellent, 5 (12.5%) students' score classified as very good, 12 (30%) students' score classified as good, 15 (37.5%) students' score classified as fairly good, 6 (15%) students' score classified as fair, and none of students' score classified as poor and very poor score. Its mean that the students could improve their reading comprehension after the treatment.

The result of pre-test and post-test calculation is presented in the following mean score table.

Table 3  
The mean score of pre-test and post-test analysis

| Type of test | Mean score  |
|--------------|-------------|
| Pre-test     | <b>4.07</b> |
| Post-test    | <b>7.55</b> |

The data in table 3 indicated that the mean score of the students pre-test is 4.07 while the mean score of the students post-test is 7.55. From that result, we see that the mean score of the post-test is higher than pre-test mean score.

Table 4  
The t-test of the students' achievement

| Variable                      | t-test value | t-table |
|-------------------------------|--------------|---------|
| X <sub>1</sub> X <sub>2</sub> | 43,375       | 2.315   |

Based on the table above, the value of t-test is 43.375 is higher than t-table 2.315. It means that the t-test value is higher than t-table value. It can be concluded that the using pre questioning technique was successful in improving the students' reading comprehension.

### *The Data Analysis from the Questionnaire*

The questionnaire in this research consisted of 10 items, each item provided with different response categories. Some items are discussed below. The analysis result of the questionnaires is given to 40 students as follows:

Table 5  
The rate percentage of the questionnaire  
Degree of the technique Development Ability

| No.   | Response           | Frequency | Percentage (%) |
|-------|--------------------|-----------|----------------|
| 1.    | Able               | 28        | 70             |
| 2.    | Cannot be able     | 9         | 22.5           |
| 3.    | Strongly cannot be | 0         | 0              |
| 4.    | able<br>Doubt      | 2         | 5              |
| Total |                    | 30        | 100            |

The students' opinions that learning by using pre-questioning technique could increase the students' achievement in learning English (improving reading comprehension). The data shows that there were 28 (70%) students classified as able to increase achievement and there were 9 (22.5%) students classified as cannot be able to increase students' achievement.

Table 6  
The rate percentage of the questionnaire  
Degree of students' statement about the technique

| No.   | Response  | Frequency | Percentage (%) |
|-------|-----------|-----------|----------------|
| 1.    | Very good | 23        | 57.5           |
| 2.    | Good      | 17        | 42.5           |
| 3.    | Less Good | 0         | 0              |
| 4.    | Not good  | 0         | 0              |
| Total |           | 30        | 100            |

It is about the students' opinions of degree of students' statement. The data shows that there were 23 (57.5%) students' opinions classified as very good and 17 (42.5%) students' opinions classified as good.

Table 7  
The rate percentage of the questionnaire  
Degree of students' interest

| No. | Response      | Frequency | Percentage (%) |
|-----|---------------|-----------|----------------|
| 1.  | Very interest | 25        | 62.5           |
| 2.  | Interest      | 15        | 37.5           |
| 3.  | Not interest  | 0         | 0              |
| 4.  | Low interest  | 0         | 0              |

|       |    |     |
|-------|----|-----|
| Total | 30 | 100 |
|-------|----|-----|

It is about the students' opinion about degree of students' interest. There were 25 (62%) students stated that pre-questioning technique was a very interesting technique in learning English (improving reading comprehension) and 15 (37.5%) students stated that pre-questioning technique was interesting technique.

Table 8  
The rate percentage of the questionnaire  
Degree of students' statement about technique and material agreement

| No.   | Response         | Frequency | Percentage (%) |
|-------|------------------|-----------|----------------|
| 1.    | Very appropriate | 27        | 67.5           |
| 2.    | Appropriate      | 13        | 32.5           |
| 3.    | Not appropriate  | 0         | 0              |
| 4.    | Low appropriate  | 0         | 0              |
| Total |                  | 30        | 100            |

It is about the students' opinion about degree of students' statement about technique and material agreement. There were 27 (67.5%) students stated that the technique was very appropriate in learning English (improving reading comprehension) and 13 (32.5%) students stated that the technique just appropriate.

Table 9  
The rate percentage of the questionnaire  
Degree of students' statement about lecturers' method before knowing pre-questioning technique

| No.   | Response  | Frequency | Percentage (%) |
|-------|-----------|-----------|----------------|
| 1.    | Very good | 26        | 65             |
| 2.    | Good      | 14        | 35             |
| 3.    | Less good | 0         | 0              |
| 4.    | Not Good  | 0         | 0              |
| Total |           | 30        | 100            |

It is about the students' opinions about this method in learning (reading comprehension). There were 26 students (65%) stated that their lecturers' method was very good and there were 14 (35%) students said that was good.

Table 10  
The rate percentage of the questionnaire  
Frequency of lecturers in motivating students in reading comprehension

| No. | Response | Frequency | Percentage (%) |
|-----|----------|-----------|----------------|
| 1.  | Always   | 25        | 62.5           |
| 2.  | Seldom   | 12        | 30             |
| 3.  | Sometime | 3         | 7.5            |
| 4.  | Never    | 0         | 0              |

|       |    |     |
|-------|----|-----|
| Total | 30 | 100 |
|-------|----|-----|

It is about the students' opinion about lecturers in motivating frequency in learning. There were 25 (62.5%) students said that their lecturers always motivate them in learning (reading comprehension), 12 (30%) students were seldom and 3 (7.5%) students were sometime.

Based on the questionnaire data above, the researchers conclude that most of the students have positive attitudes towards learning from pre-questioning technique. It means that the technique is suitable to apply.

## Discussion

After applying the pre-questioning technique, the researcher found that such as technique was very effective. This assumption was stated with evidence. During the application process of treatment, the researcher showed that the students were very interested to the material that the researcher presented.

Besides the assumption of the researchers, it was also supported by the statistical analysis which was shown from the result of the students' reading comprehension in pre-test. The students' reading comprehension technique before being taught by using pre-questioning technique in the treatment was found that there are 2 (5%) students got the fairly good score, 4 (10%) students got the fair score, 17 (42.5%) students got the poor score, 17 (42.5%) students got the very poor score, and none of them got the excellent score, very good score even the good score.

The result of data analysis above showed that there was a significant students' reading comprehension after applying the treatment by using pre-questioning technique. This statement was supported by the students' post-test result, showed that, there were 2 (5%) students got the Excellent score, 5 (12, 5%) students got the very good score, 12 (30%) students got the good score, 15 (37.5%) students got the fairly good score, 6 (15%) got the fair score, and none of the students got the poor and very poor score.

Through the result of pre-test and post-test, the result of t-test value of the level of the significant = 5% = 0.05, degree of the freedom (df) = 39 indicated that t-table value was = 2.315 and t-test Value = 39.60. Therefore, it can be concluded that statistically hypothesis of  $H_1$  was accepted and the statistically hypothesis of  $H_0$  was rejected. It means that the using pre-questioning technique in learning can improve the students' reading comprehension. 2 (5%) students got the Excellent score, 5 (12, 5%) students got the very good score, 12 (30%) students got the good score, 15 (37.5%) students got the fairly good score, 6 (15%) got the fair score, and none of the students got the poor and very poor score. It means that rate percentage of the post-test is higher than that of the pre-test.

Based on the result above the researcher can conclude that the fifth semester students of Informatics Study Program Faculty of Computer Engineering Cokroaminoto Palopo University have better achievement in basic language aspect of reading comprehension than before.

## Conclusion

Based on the description in the previous explanation, the writers put forward conclusions as follows:

1. The reading comprehension ability of the fifth semester student of Informatics Study Program Faculty of Computer Engineering Cokroaminoto Palopo University was still low before using pre-questioning technique. It was proved by the mean score in pre-test is 4.07.
2. The improving reading comprehension ability of the fifth semester student of Informatics Study Program Faculty of Computer Engineering Cokroaminoto Palopo University was very effective. It was proved by the mean score in post-test was 7.55 and the T-test value 43.375 which was higher than the T-table value 2.315.
3. The students were interested in learning reading comprehension using pre-questioning technique.

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